

Daily Lesson Plan

Instructor(s): 8 th Grade ELA Unit 1: Prentice Hall: Fiction/Short Story	Date:
Lesson: Unit 1 (Fiction/Short Story)- “A Retrieved Reformation” by O. Henry (More Challenging)	Unit 1: Prentice Hall: “A Retrieved Reformation” by O. Henry (More Challenging)

Lesson Preparation: Goals for Today’s Lesson

Essential Question(s): Is truth the same for everyone?

Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.

Background/Overview: *This story’s main character is a thief who breaks into, or “cracks”, safes in the early 1900s. At that time, the locks, dials, and levers of most safes were located on the outside. Safecrackers developed special techniques to punch out these parts. Today, safes are built with locks and bolts on the inside, making them harder to “crack”.*

Safe Cracking: Safes can vary from small, self-contained boxes to entire rooms. The safe described in “A Retrieved Reformation” is a large bank safe, or vault, made of steel. The story’s main character, Jimmy Valentine, probably used steel-penetrating carbide-tipped drills to access the contents of a safe. Today, most bank safes are constructed of drill-proof steel alloys. The walls of a safe, which can be vulnerable to blow-torches, are now constructed of several layers of steel alloy with fireproof materials in between. Heat-dissipating copper, for example, is one material used for this purpose.

Learning Objective:

- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.
- Students will be able to describe how a particular story’s or drama’s unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will be able to write arguments to support claims with clear reasons and relevant evidence.
- Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCLS for lesson: Standards:

8.R.LC.02.b Determine the meaning of unfamiliar words, terms, and idioms by using context, dictionaries, glossaries, and other print and electronic resources

8.R.LC.02.e Recognize grade-appropriate synonyms and antonyms and use a thesaurus to identify additional examples

8.R.LC.05.c Be familiar with titles and authors of a wide range of grade-appropriate literature

8.W.GPI.03.b Present a hypothesis and predict possible outcomes from one or more perspectives

8.W.GPI.02.b.02 Write interpretive and responsive essays of approximately three pages to - demonstrate an understanding of plot and theme

8.R.LC.02.c Determine the meaning of unfamiliar words, terms, and idioms by using word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning

8.L.LC.01.a Listen with comprehension, for an extended period of time, to texts read aloud

8.R.LC.04.b Combine multiple strategies (e.g.,

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predict/confirm, question, visualize, summarize, monitor, self-correct) to enhance comprehension and response
 8.R.LC.05.b Read voluntarily for a variety of personal and academic purposes
 8.S.LC.01.a Speak to share responses to a variety of texts and performances
 8.R.GPI.01.m Make, confirm, or revise predictions
 8.R.LC.02.d Determine the meaning of unfamiliar words, terms, and idioms by using prior knowledge and context clues
 8.W.LC.04.a Engage in writing voluntarily for a variety of purposes, topics, and audiences
 8.W.LC.03.a Compose, mechanically grade-appropriate texts for a variety of student-selected and teacher-selected purposes
 8.R.GPI.02.b Interpret characters, plot, setting, theme, and dialogue, using evidence from the text
 8.R.GPI.02.e Recognize how the author's use of language creates images or feelings
 8.W.GPI.02.a.02 Write original literary texts to - sequence events to advance a plot; use rising action, conflict, climax, falling action, and resolution
 8.R.LC.05.a Show interest in reading a wide range of texts, topics, genres, and authors.

Materials/Resources: Prentice Hall Literature Grade 8. p. 42-50

Use Audio resource for struggling readers. All PH Anthologies are in Audio (Available Online).

Use Videos from Prentice Hall Online to accompany this lesson.

Use graphic organizers from Prentice Hall to support this lesson.

Instructional Strategies (Differentiation of Teaching and/or activities):

Whole Group- Point out that although the truth refers to facts, the facts that make up that truth may change over time, as new discoveries are made and old assumptions challenged.

Have students preview the selection vocabulary

Students will incorporate the vocabulary in their written responses.

Have students complete the sentence starters in the “Do Now”... Remind students that their answers will help them think about the Big Question, “Is truth the same for everyone?”

Use the audio resource to assist struggling learners. (Audio resource available online at PH Online.

Students will know: (Content/Concepts)

- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.
- Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Students will do: (Skills)

Identify textual support and evaluate its meaning.

Determine the author's purpose and explain if the purpose was indeed accomplished.

Determine the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.

Create written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.

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<ul style="list-style-type: none"> Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will be able to write arguments to support claims with clear reasons and relevant evidence. Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	<p>Produce clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.</p> <p>Use appropriate transitions to the coherence of written texts.</p> <p>Add relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.</p> <p>Cite textual evidence to support written responses and apply conventions of Standard English grammar.</p> <p>Write informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.</p>
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Mini-Lesson: Building Background/Activating Prior Knowledge (20% of the Lesson)

Vocabulary:	alibi, rehabilitation, retribution, perceived, unobtrusively, anguish, assiduously, elusive,			
	Teacher may want to use the Think Aloud on p. 44 in Prentice Hall Teachers Edition. Using Context Clues...direct students' attention to the word elusive at the top of page 45. Using a think-aloud process, model how to use context to infer meaning of an unknown word.			
Do Now:	In "A Retrieved Reformation," Jimmy Valentine, a former thief, tries to reinvent himself as a small town shoe salesman. Use these sentence starters to develop your ideas about the Big Question. -People form opinions of others based in _____. -To persuade others that he or she has changed, a person could _____.			
Mini Lesson: <i>Steps for Building Background</i>	Note Taking: Cornell Note-Taking Method Show students the "Get Connected" Video before reading. (Get Connected Video is located at www.PHLitOnline.com). Teacher provides students with a Before You Read graphic organizer and an After You Read graphic organizer. (Specific Graphic Organizers can be found at www.PHLitOnline.com). Use an anticipation guide to activate prior knowledge...such as the one provided here: Before reading students will activate their prior knowledge with the use of an Anticipation Guide- After reading students will complete Anticipation Guide according to the evidence in the text.			
	Before Reading	Before Reading	Statement	After Reading
	Agree	Disagree		Agree
				Disagree

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Mini Lesson:
*Steps for Building
Background*

Note Taking: Cornell Note-Taking Method
Show students the “Get Connected” Video before reading. (Get Connected Video is located at www.PHLitOnline.com).

Teacher provides students with a Before You Read graphic organizer and an After You Read graphic organizer. (Specific Graphic Organizers can be found at www.PHLitOnline.com).

Use an anticipation guide to activate prior knowledge...such as the one provided here:

Before reading students will activate their prior knowledge with the use of an Anticipation Guide-

After reading students will complete Anticipation Guide according to the evidence in the text.

Before Reading	Before Reading	Statement	After Reading	After Reading
Agree	Disagree		Agree	Disagree
		1. True change is impossible, even for people who strongly desire it. Evidence:		
		2. Love can transform people entirely. Evidence:		
		3. Those who reform are rewarded for it by the new trust of others. Evidence: 4. Most people never change their views of others, even when they observe changed behavior. Evidence:		

Have students pause each time Jimmy's safe cracking is discussed. Ask

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<p>Group Work and/or Independent Work:</p>	<p>Critical Thinking</p> <p>Tier I Is it possible for people like Jimmy to reform themselves? Why or why not? Reading Skill: Make Predictions: List two predictions you made as you read. How did background knowledge help you make those predictions? What story details helped support your predictions? What support can you find in the story for a prediction that Ben Price will arrest Jimmy? Why would the author include details that support predictions of different outcomes?</p> <p>Tier II Analyze: Make a three-column chart to analyze the story's ending. <ul style="list-style-type: none"> • Column 1: Write Ben Price's words to Jimmy • Column 2: Explain what Price Means. • Column 3: Explain whether you think Price does the right thing. </p> <p>Tier III Would you have done what Ben Price did? Explain. Literary Analysis: What is the conflict between Price and Valentine? Complete a plot chart like the one shown. Climax... Exposition... Resolution... What role does Ben Price play in the resolution of the story?</p> <p>Discussion/Debate Question for All groups: Is truth the same for everyone? How does Jimmy view himself before he meets Annabel? How does this truth change for Jimmy after he meets her? What do you think convinces Ben Price that Valentine has truly changed?</p> <p>Students must complete one out of two of the tasks below: Analyze the development of a theme <i>Task 1: Write an essay in which you determine the theme of the story "A Retrieved Reformation" and analyze how the events of the plot develop that theme. Determine the theme, or central meaning of the story. Summarize the plot by listing the important events. Then analyze in detail how each event helps develop the story's theme.</i></p> <p>Analyze the impact of dialogue <i>Task 2: Write an essay and be prepared to make a presentation of your essay in which you analyze the impact of dialogue in the story "A Retrieved Reformation". In the story "A Retrieved Reformation" the dialogue plays an important part. Find examples of dialogue that help propel the plot or reveal character traits. Analyze the impact of each example. Create a set of note cards or talking points based on your ideas. Present your analysis to the class. Read aloud the dialogue selections that you have chosen. Speak them as you imagine the characters in the story would say them. Answer questions about your findings, backing up your claims with relevant evidence from the text. Use a conversational tone, but adhere to the conventions of English grammar.</i></p>
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